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ABSTRACT

This book illustrates the roles of the school library media specialist as instructional consultant and teacher as well as information specialist and frames these roles in a background of relevant educational concerns. Chapter 1 surveys current efforts to restructure the education system and stresses the importance of the school library media specialist in promoting the use of multiple technologies for educational reform. Chapters 2 and 3 present a variety of teaching models and explain how a school library media specialist may work with classroom teachers to present a range of different learning opportunities for particular subjects made possible by library resources. In this connection, semantic webbing is also discussed, as well as issue- and materials-centered research. Chapter 4 discusses critical thinking and focuses on the necessity of teaching critical evaluation of information to children of all ages. Chapter 5 elaborates on webbing, discussing pre-webs, literary webs, and complete webs. Chapter 6 discusses informal library staff development and includes teaching content for workshops on a variety of topics and for different grade levels. Chapter 7 overviews media center evaluation and presents two evaluative instruments. The first emphasizes time allocation and priorities in general library activities. The second includes a set of paired questionnaires to encourage school and public libraries to study their working relationships together. (MES)

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